

MONTHLY BULLETIN OF THE DEPARTMENT OF PUBLIC INSTRUCTION

UNDERLYING PHILOSOPHY OF THE DEPARTMENT'S PROGRAM FOR PENNSYLVANIA

By Dr. Lester K. Ade

The program of the Pennsylvania Department of Public Instruction is characterized by the broad conception that the whole of life is education, and life itself a great school. Based on such a democratic philosophy, the program is participated in by the people and thus becomes a cooperative enterprise of our Commonwealth. Also typical of Pennsylvania's program is the interpretation of education in the light of social changes and modern trends, with the school functioning as a medium of interpreting the social order as well as participating in the building of the same. Above all, the program of the Department is built on the principle that the administrative machinery and professional techniques of education exist primarily for the education of children, thereby giving direction to the establishment of the child-centered school. The school, under the Department, is conceived as an epitome of society where the educational program is fashioned in terms of the growth and adjustment of children, and as a coordinating and controlling center where the child learns a democratic way of living by living in a democratic way. While this program recognizes the development of the individual, the greater emphasis is placed upon the individual as a part of the social life of the Commonwealth. Fundamental also in the philosophy of education as exemplified in the program is the recognition of the importance of character and the good life.

It is evident that careful consideration of an underlying philosophy must be given to an educational program that involves a population of approximately ten millions of people, some 2582 school districts, 13,500 school directors, 300 superintendents, 746 supervisors, 62,692 teachers, and above all, more than 2,000,000 children. The commitments of the Department of Public Instruction guarantee for every child an adequate education under the guidance of competent, sympathetic teachers, through the medium of a program adapted to the civic, vocational and personal needs of the pupil, carried on throughout a school term sufficiently long to expand as far as possible the native capacities of the child, in school buildings comfortably adapted to educational purposes.

To give practical expression and execution to the program the Department of Public Instruction of Pennsylvania including its bureaus, branches, and sub-divisions, is organized into some sixty-five units of service. Varied in their respective functions, these units comprise the following:

State Library and Museum
Personnel Examinations
Pennsylvania State Board of Censors
Pennsylvania Historical Commission

Bureau of Professional Licensing and Law
Professional Examining Boards
Advisory Committees
Registrations and Renewals
Law Enforcement
Law Interpretation
Pre-Professional Credentials
Public School Employees' Retirement Board
State Council of Education
Publications

Bureau of Administration and Finance
Research and Child Accounting
School Plant
Consolidation and Transportation
School Business
Budgetary Control

Teacher Education and Certification

Bureau of Instruction
Elementary Education
Secondary Education
Atypical Education
Extension Education
Agricultural Education
Home Economics Education
Industrial Education
Business Education
Vocational Rehabilitation
Health and Physical Education
Art Education
Music Education
Curriculum Materials

CURRENT TRENDS IN TEACHER EDUCATION

(From a Recent Address by Dr. Lester K. Ade)

In analyzing recent teacher education progress in the United States one observes currents that have to do with the following phases of teacher education:

1. Coordination by the State Department of the teacher education efforts of institutions of higher learning.
2. Development of advancing entrance requirements to teacher education institutions.
3. Continuous curriculum growth and revision.
4. Development of laboratory-schools and cooperative student teaching arrangements.
5. Emphasis on the need of accurate data relative to available supply and actual demand for teachers.
6. Programs designed for the education of teachers in service.
7. Extension of the teacher education program to the teachers college level.

TEACHER EDUCATION

The State Council of Education Approves
Program for the Further Education of Teachers

Doctor Lester K. Ade, Superintendent of Public Instruction, has announced that the State Council of Education, at their last meeting, amended the regulations for the certification of teachers to provide for an additional year of preparation for the State Standard Limited Certificate. This certificate is now issued where the applicant has completed two years of preparation for teaching in the elementary schools.

The new standard of education adopted by the Council applies only to teachers who begin their preparation after January 1, 1937. The new regulation prescribes three years of post secondary school education instead of two years as is now required under the present regulation. Some school districts have required this amount of preparation for a number of years. Teachers who have already begun their preparation will not be required to do the additional work so that the regulation is not retroactive nor does it apply to teachers in service at the present time.

The regulation just approved has been before the State Council for three years and due consideration was given to it by educational institutions, administrative officials and teachers. The general opinion of the group was that not only would the interests of the boys and girls in the public schools be better served by the advanced education standard for beginning teachers, but that the preparation would also provide for a better type of instructional service.

One of the many commendable features of the program is the fact that this certificate is valid for three years and is renewable every three years when the holder has completed twelve semester hours of additional education, and so on until the teacher earns her college certificate. The program will assure growth in service on the part of the teacher and will also provide for continuous adjustments to new situations as they arise. The preparation is secured at the time when the teacher has acquired an earning capacity. The program has been described as an "earning and learning" in-service teacher education program.

While many states have adopted advanced preparation programs, few have embodied the principle of learning while teaching. The state of Delaware has just adopted a program which requires four years of college preparation for teaching. New York state requires three years of preparation for teaching; after October 1936, the state of Connecticut will require four years of preparation for teaching; New Jersey requires three years of preparation as a minimum requirement.

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Public Information on Education in Pennsylvania

Section 2904(d) of the School Laws of Pennsylvania stipulates a provision for public information on education as follows: The Department of Public Instruction shall have the power, and its duty shall be whenever required, to give advice, explanations, instruction, or information to the district officers and to citizens, relative to the school laws, the duties of school officers, the management of the schools, and all other questions and matters calculated to promote the cause of education."

The Department of Public Instruction through such means as regular publications, reports, news releases, public speaking, radio announcements, organized committees, civic organizations, as well as through its monthly Public Education Bulletin, is making every effort to comply with the implications of this provision. In this way, the Department is able to give continuous information not only to school executives, teachers, and lay organizations, but to the general public as well, as to its policies, programs, projects, and services. The Public Information Division thus not only serves as a clearinghouse for the various bureaus and divisions of the Department, such as the Executive, Personnel, Administration and Finance, Licensing and Law, Instruction, Teacher Certification, Retirement System, Library and Museum, Historical Commission, and Board of Censors; but also, as a constant source of educational information for universities and teachers colleges, superintendents and principals, supervisors and special teachers, school directors, school secretaries, and numerous social, civic, and service organizations.

The official monthly publication of the Department of Public Instruction is entitled "Pennsylvania Public Education Bulletin" and reaches some 15,000 persons in strategic positions in the educational system of our State. The Department is at present undertaking a complete revision of the mailing list for this official bulletin, which is free to Pennsylvanians interested in the educational program. We will welcome any corrections or omissions in the mailing list from our readers.

INSTRUCTION

State-Wide Curriculum Studies

With a view to making available for school districts information on progressive trends and experiments in materials for curriculum making, the Department of Public Instruction is adapting its organization to meet this need on a state-wide basis. The division which is organized under the title of "Curriculum Materials" functions as a coordinating agency by bringing together the best that is being done in curriculum construction, and making it accessible to all school people. The Department of Public Instruction advises and assists in conducting curriculum experiments, evaluates courses prepared by local committees, and organizes committees to study guidance, radio education, safety education, tests and measurements, visual education, school activities, languages, mathematics, and sciences. To fully round out the program competent educators and laymen are being invited to assist in the study of both the general and special education problems in Pennsylvania.

Special Education Conference

Educators of Eastern Pennsylvania attended a regional conference on the education of exceptional children on May 1 at Northampton, Pennsylvania, sponsored by the Department of Public Instruction in cooperation with the Northampton school district.

The conference involved seven counties and was conducted for the purpose of bringing together all persons interested in the education of mentally handicapped children. The sessions of the meeting witnessed demonstrations of all phases of instruction of these special groups and heard discussions on various aspects of the problem of educating these children. Those in attendance included, besides many interested citizens, members of school boards, medical inspectors, school nurses, elementary supervisors, special class teachers, and school executives of Northampton, Lehigh, Carbon, Monroe, Luzerne, Columbia, and Schuylkill counties.

Educational Field Trips

A project in the interest of more vitalized teaching was sponsored by the Department of Public Instruction in cooperation with the Department of Internal Affairs last month, when a field trip involving approximately 100 science teachers, was conducted along the banks of the Susquehanna and Juniata rivers in the vicinity of Dauphin County.

The purpose of the journey was to make it possible for teachers of science in the high schools of the State to familiarize themselves with the technique of using local materials in giving instruction in geology, physiography, and other related courses. Other projects of a similar kind are being planned by the Department.

Home and School Visitor Manual

The Department of Public Instruction now has available a new bulletin entitled The Home and School Visitor Manual. The importance and need of this bulletin are indicated by State Superintendent Lester K. Ade in a prefatory note as follows, "An education for every Pennsylvania child was the ideal established by the founders of our Commonwealth and by the authors of our free school law. But our educational leaders have long realized that the benefits of the school attendance law are being denied to some less fortunate children because

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PROFESSIONAL ORGANIZATIONS

P.S.E.A. President Outlines Immediate Legislative Needs

At a meeting of the Joint Education Costs Survey Commission, authorized by the last session of the Legislature, Miss Mary B. McAndrew, President of the Pennsylvania State Education Association, was requested to discuss some immediate legislative needs for a better functioning of the public schools of Pennsylvania.

In her report before this Committee which met in Harrisburg, Miss McAndrew suggested the following proposals:

1. Complete restoration of the educational program as it was previous to the 1933 session of the Legislature.
2. It is essential that the General Assembly make adequate appropriations to meet the appropriation obligations of the various laws now relating to subsidies in the different fields:
 - a. Edmonds Act and closed schools
 - b. Transportation
 - c. Vocational education
 - d. Special education
3. Appropriations sufficient to meet in full the state's actuarial obligations to the Public School Employees' Retirement System.
4. Adequate budgetary provisions to provide an annual traveling allotment of at least \$500 each for county superintendents and their assistants.
5. Appropriations sufficient to permit State Teachers Colleges to operate on an efficiency level by making possible the restoration of salaries and the safe and adequate maintenance of the plants.
6. Increments to teachers in fourth-class districts upon the basis of experience, efficiency, and additional professional education.
7. Legislation which would make teachers' salaries a prior claim upon subsidy appropriations paid by the State to the district, excluding the amount paid as reimbursements for closed schools or for transportation.
8. Legislation which will prevent blanket dismissals; give security of position for competent teaching service; provide the necessary checks and balances to safeguard the interests of the teachers, the supervisory officials, the school directors, and the children; and stimulate teachers to attain a higher plane of professional service.
9. Adequate educational provision through legislation for unemployed youth between the ages of sixteen and eighteen years.
10. Extension of local educational opportunity through adequate junior college legislation.
11. Increase in the number of competitive scholarships at higher institutions of learning now provided by the State to deserving youth.
12. Distribution of added appropriations on such basis as will:
 - (1) Recognize the financial ability of school districts.
 - (2) Promote the normal development of the school program.

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COMMUNITY EDUCATION AND RECREATION PROGRAM FOR YOUTH AND ADULTS

Department of Public Instruction Cooperates With WPA on Extensive Educational Projects

The Department of Public Instruction is cooperating with the Works Progress Administration in outlining and executing an educational program adapted to the varying needs of the youth and adults of our Commonwealth. The program is effecting favorable results in two directions. First, in providing opportunities for unemployed youth and adults to spend their hours of free time wholesomely and profitably, and second, by providing employment to many people who are qualified through education and experience to conduct the program and assume the leadership in this rehabilitation process.

The youth problem is still one of the most serious that confronts public education in Pennsylvania. In the words of one writer, "with the world in turmoil, with national ambitions clashing with national ambitions, with millions unemployed and distress everywhere, youth are hearing for the first time that many of the channels of yesterday are closed to them; some have returned to school because they found no place in the economic world; others have gone on relief; others are dawdling on the streets, finding no outlet for their youthful energies or their youthful enthusiasms."

In many respects the adult problem facing public education is similar to the youth problem. Here too are men and women in the midst of a world of confusion without employment and not only ignorant of the social implications of their situation but utterly helpless to work out their worldly salvation.

How well this program of community education and recreation for youth and adults is adapted to the various needs of the unemployed may be judged by the variety of forms in which the projects are organized.

Community Centers

The Community Center organization of community education and recreation for unemployed youth and adults consists of a meeting place offering a diversity of activities. This place may be a vacant store reclaimed for the purpose. In the center is a craft workshop where those enrolled may learn a trade. Adjacent to the shop may be a game room or a gymnasium which is available at all times for basketball, orchestra practice, community singing, athletic events and social recreation for both adults and youth. The small rooms in the building are made available for groups who may be interested in studying such practical subjects as human relations, social science, art, and leadership training. A Community Center operating this way not only provides something for these people to do but gives them encouragement and inspiration to improve themselves generally.

Special Classes

The WPA program provides opportunity for groups interested in special studies to get together and carry on their own projects. Such a class, for example, has been organized in the coal regions by a group of young miners who decided they would like to know something about the physical universe. Accordingly, an unemployed science teacher was engaged to meet the group on scheduled evenings in an old garage which had been rehabilitated by the members of the class. Gathering here after their shift in the coal mine, these young workers study charts

which show the natural resources of Pennsylvania and the various processes relating to the coal industry. Simple laboratory equipment has been provided for experimenting with oxygen and examining hydraulic engines.

The Three R's

Classes have been organized for grown-ups who were denied the opportunity to learn to read and write in their proper time. In one of these groups there was enrolled a little woman, born in the United States, but obliged to leave school when only eight years old in order to go to work. By self-denial and sacrifice she was able to make it possible for her son, the eldest of eight children, to attend a university, but she was unable to read his letters or answer them. After two months of earnest effort she had mastered enough of the fundamentals of reading and writing to carry on a very enjoyable correspondence with her boy. Thousands of adults have been helped in this way, not only to increase the enjoyment of their social relations, but to advance their vocational interests and careers.

Naturalization Classes

Under this program a great many naturalization classes have been organized for groups of men and women, most of them past forty, to aid them in acquiring such knowledge of the English language and the civic relations of America as are necessary for them to qualify for naturalization. Many of the adults enrolled in these classes have shyly admitted that they were not only financially unable to engage a counselor or a lawyer to assist them, but were ashamed to ask their children to give them the necessary instructions to become naturalized. Many in these classes besides learning to write and express themselves, discover talents and abilities which they did not realize they had. The discovery of something in which they can excel is frequently the first step of converting an individual from a social liability to a social asset. Moreover, the achievement of naturalization privileges makes many of these adults very proud, for it is the one thing in life they have looked forward to since coming to America.

Nursery Schools

The program does not ignore the underprivileged children from two to four years of age from families on relief or near relief, for nursery schools constitute another phase of the WPA reconstruction program. The children come from crowded, dismal homes into the cheery sunlit playroom of the public nursery school. Soon their frail, anemic bodies emaciated by meals of bread and coffee, come to a new life and vigor with the well balanced meals at the nursery schools. Not only is their physical life improved but they learn to play with children, to form habits of neatness, fair play, and self-help in dressing, eating, washing, and sleeping. In fact, even their parents by observing the newly acquired social adaptations of the children, often improve their own ways of living.

Citizenship

In order to develop a more intelligent citizenship among those who have need for the WPA program, social science work shops

are instituted in many places. In these shops may be found at any hour of the day and often far into the evening, groups of eager intense people absorbed in a map or chart or other study that gives them insight into national and international affairs. The fine spirit of cooperation exemplified by these workers, who permit interruptions by their fellow workers and who are always ready to inspect, admire, and suggest improvement on the work of their colleagues, is certain to develop wholesome citizenship qualities in these people.

Resident Camps

Unemployed girls between 18 and 25 years of age have access to resident camps where they can find relief from the devastating frustration of trudging from place to place, hour after hour, day after day, in search of work without avail. In these camps, the girls have an opportunity to study many of the things they desire to know. A report from one of these camps states that one girl had declared, "I thought it would be terrible to take psychological tests, but I found it wasn't, for these tests helped me to understand myself." Girls found to have special abilities through the activities of these camps are directly placed in profitable employment as a result.


Libraries

The smaller towns are frequently benefited by the WPA community education and recreation program by being provided with libraries for use of young and old. Here mothers during idle hours may come to learn through current magazines about such practical affairs as housekeeping, rearing children, and meeting other domestic and social problems. These libraries provide not only diversion for leisure time but substantial instruction for those who would have no opportunity to secure the same elsewhere.

Leadership Training

Leaders and teachers are being trained for new occupations every day under this practical program. Frequently the wife of an unemployed husband may acquire the qualifications for a lucrative position in these leadership training groups. In one instance the wife of an unemployed husband was prevailed upon to describe her situation:

"We knew good times once,—my husband was a contractor, and he made good money. We had a nice home in the suburbs, but we had to lose it. My son was in college studying to be a doctor,—but we had no money to keep him going. Our daughter is in high school and we had hoped to send her to college. My husband's health has failed just out of sheer worry because he couldn't find anything to do. It seemed as if we could never bear to go on relief. Then, this opportunity came for me to conduct adult education groups. I can never tell you what it means to our family, nor what it means to me to be trained for this pioneering field,—to see all the possibilities in it, to know that I am not only helping my family, but that I have an opportunity to make the world a better place in which to live. You will never know what this training has meant to me."



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TEACHER EDUCATION

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The teacher education program which will go into effect January 1, 1937, prescribes that the State Standard Limited Certificate shall be issued in accordance with the following regulations:

1. The school laws specifically require that every teacher must be:
 - a. At least eighteen years of age (School Code—Section 1202).
 - b. Of good moral character (School Code—Section 1202).
 - c. In sound physical and mental health (School Code—Section 1320).
 - d. Not in the habit of using narcotic drugs or intoxicants (School Code—Section 1320).
2. Applicants for this form of certificate must have completed an approved four year secondary school curriculum, or approved equivalent education, and three years, or the equivalent, of professional preparation for teaching.
3. This certificate will be valid for three years, renewable for an additional period of three years upon a rating of "low" or better and the satisfactory completion of twelve semester hours of further approved preparation, subsequent renewals to require a rating of "middle" or better on a state teachers' rating score card together with twelve semester hours of further approved preparation.
4. The State Standard Limited Certificate may be exchanged for a provisional college certificate when the applicant has met the requirements for this form of certificate.

An applicant for the State Standard Limited Certificate should have completed at least the first three years of an approved curriculum for the preparation of elementary teachers, including not less than six semester hours of approved student teaching. Additional courses prescribed for renewal purposes should be selected in accordance with the particular degree curriculum in which the applicant has been enrolled and which should advance the holder of the State Standard Limited Certificate towards the completion of a four year curriculum.

College Graduates at Work in Elementary Schools

A recent study in the teacher division of the Department of Public Instruction shows that while a decade ago almost half of the elementary teachers had not completed secondary school education, today the number of college graduates employed in the elementary schools of Pennsylvania has practically doubled over that of a year ago. Last year somewhat more than 3,000 college graduates were teaching in the elementary schools; this year approximately 6,000 are so engaged.

There is a noticeable trend toward an increase in the number of college and university graduates at work in the elementary schools of Pennsylvania. This trend is all the more significant because many of these graduates are now accepting positions in the one-teacher rural schools. It is no longer a rare instance to find university trained teachers at work with children in the rural areas.

This striking increase is partly attributed to the present trend toward setting up the same standards for the preparation of elementary teachers as for that of secondary school teachers.

CALENDAR OF EDUCATIONAL EVENTS

- May 31-June 6—Triennial Conference of Associated Women of the World, Washington, D. C.
- June 11—Farmers' Field Day, State College.
- June 11-13—Seventh Annual School Administrators Conference, Peabody College, Nashville, Tenn.
- June 20-24—National Hi-Y Congress, Berea, Kentucky.
- June 24-27—Third University Conference, Heidelberg, Germany.
- June 25-26—Fourth Conference on Business Education, University of Chicago.
- June 25-27—National Convention American College Publicity Association, Boston, Mass.
- June 28-July 2—National Education Association Convention Portland, Oregon, Headquarters at Civic Auditorium; theme, "Education Moving Forward."
- July 6-9—American Home Economics Association, Seattle, Washington.
- July 25-Aug. 8—City of London Vacation Course, Bedford College, University of London, England.
- July 28-30—Superintendents' Conference, Pennsylvania State College, State College, Pa.
- July 30-Aug. 1—Annual Vocational Conference, Pennsylvania State College.
- July 31-Aug. 14—Seventh World Conference of New Education, Fellowship, Cheltenham, England.
- Aug. 31-Sept. 7—World Congress of Youth, Geneva.
- Oct. 1-2—Central Convention District, Lock Haven, Pa.
- Oct. 7-8—Education Congress, Department of Public Instruction, Harrisburg, Pa.
- Oct. 15-17—Western Convention District, Pittsburgh, Pa.
- Oct. 16—Northwestern Convention District, Erie, Pa.
- Oct. 16-17—Bucknell Conference on Education, Lewisburg, Pa.
- Oct. 23-24—Eastern Convention District, Reading, Pa.
- Oct. 23-24—Midwestern Convention District, New Castle, Pa.
- Oct. 30-31—Secondary Education Conference, Harrisburg, Pa.
- Dec. 28-30—State Convention of P.S.E.A., Harrisburg, Pa.

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of failure within the child's environment caused by lack of information, indifference, poverty, exploitation or neglect. In order that Pennsylvania's educational program may be made available to every child in the Commonwealth, effective social service activities have been developed within school districts under the administration of school authorities. These services extending into the home and community are now recognized as necessary phases of the public school program."

This bulletin deals with such aspects of the Home and School relationship as the following: The Aim of the Home and School Visitor, The Qualifications of the Home and School Visitor, The Maladjusted Child, Cooperation within the School, Cooperation with Agencies in the Community, School Attendance, Children with Handicaps, Poverty, Employment, and Delinquency.

PARENT CLASSES

If one should open the door of one of the parent classes organized under the WPA Education and Recreation program many interesting and constructive activities such as the following would come to view: fathers making furniture and toys out of wood crates and boxes for their children at home, others more ambitious making writing desks and larger pieces of furniture for their grown sons and daughters, parents constructing kiddie coops to keep their young ones out of doors to enjoy the health giving sunlight and fresh air, mothers industriously painting the furniture and toys in colors to their liking, other mothers making clothing and saying with self-satisfaction that they can thus save their children the embarrassment of suffering an inferiority feeling such as the parents have suffered, and fathers and mothers engaging in a lively discussion of how to make their community a better place for their children.

These types of adult and youth education sponsored by the WPA in cooperation with the Department of Public Instruction are giving employment to more than 4000 professionally trained men and women and providing an opportunity for more than 1,000,000 youths and adults in this Commonwealth to further their educational and recreational interests in accordance with their own choosing. It is significant that for the first time in Pennsylvania, people are being given the opportunity to share in the planning of community programs of education and recreation.

American Education Week—1936

The successful observance of American Education Week which this year falls on November 9-15, requires early planning, early selection of exhibits, early contacts with community organizations, and early ordering of materials.

The general theme of the celebration is "Our American Schools at Work" and will be developed during the week of the celebration as follows: Monday, The Story of the Schools; Tuesday, The Changing Curriculum; Wednesday, New Services to the Community; Thursday, The Unfinished Business of Education; Friday, Financing America's Schools; Saturday, Education for Physical Fitness; Sunday, Education for Character.

The purpose of American Education Week which has become a nation-wide observance, is to interpret to the public the needs, aims, and achievements of the school. It is sponsored by the National Education Association which has prepared a handbook for the use of those cooperating in the celebration.

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- (3) Recognize a proportionate share of the increments in the Edmonds salary schedule as an appropriation liability on the part of the State.
13. Reorganization of school districts in Pennsylvania in accordance with the principles and plan agreed upon in 1934 by the joint committee of the Pennsylvania State Education Association, the State School Directors' Association, and the Department of Public Instruction.
14. The Association continues to urge an amendment to the State Constitution which would create a lay board of Education, with overlapping terms, charged specifically among its duties with the election of the State Superintendent of Public Instruction.

SCHOOLS IN DEMOCRACY

Deeply disturbed by persistent reports of shocking, unethical, if not unlawful tactics by members of the Hanover Township School Board in the administration of the schools, the State Superintendent forthwith ordered an investigation by the State Police. This almost unprecedented action by the Department of Public Instruction was warranted in the face of reports of such practices on the part of the school board as the wholesale dismissal of forty-one Hanover Township teachers, use of political intimidation by the board, the closing of school by the board on both the primary and general election days, ordering teachers to man the polls and make a house to house canvass for the slate approved by the school board, setting up a political organization among the principals, teachers and other school employes, promising to refrain from blanket termination of teachers' contracts in consideration of the active support of the teachers for a particular slate of directors, and the dismissal of teachers because the board felt they lacked political influence and replacing them by others who could control more votes.

To uphold the sanctity of the Pennsylvania Public School System, State Superintendent Ade ordered an immediate investigation of these reports. "We deplore such practices regardless of where they occur," he said. "The teachers can not give their full attention to the work of our children if they are harassed by politicians and threatened with the loss of their position unless they devote part of their time and energy to getting votes."

This determined stand by the State Superintendent against these flagrant violations evoked a rousing ovation of approval from every corner of the State, and from almost every group of citizens including school men, the public press, various civic organizations and the public in general. Judge McLean in granting a temporary injunction to restrain the school board from appointing successors to the forty-one dismissed teachers assailed the practice of permeating the school system with politics and said that it must be stopped. He declared that wholesale dismissals of this kind smacked of "cracking a whip" over the heads of certain teachers for political purposes. From the press came this comment, "Commendable is the prompt decision of Dr. Lester K. Ade, State Superintendent of Public Instruction, to free teachers in the schools of Hanover Township, Luzerne County, from political slavery. Every decent instinct is aroused by the reports that men and women chosen to teach children civics and patriotism are the victims of a system suggestive of the Czar. Young America will never get the truth in the public schools under such conditions. Even if the rights of American citizens as public school teachers were not violated by such politics, the loss in education to the pupils would warrant the action Doctor Ade has taken."

Such general condemnation of unethical practices that interfere with the proficiency of the public schools, and such universal and wholehearted commendation of Doctor Ade's efforts to keep the schools of Pennsylvania on a high plane of efficiency, deepen the conviction of all who are concerned with the educational interests and welfare of the children of our Commonwealth that the public schools are safe in Democracy.

Anticipating Anniversaries

- May 30—Memorial Day.
- June 6—Nathan Hale, 1755-1776, soldier and patriot.
- June 14—Children's Day. A special day observed in churches throughout the United States.
- June 14—Harriet Beecher Stowe, 1811-1896, abolitionist, philanthropist, and author of "Uncle Tom's Cabin." She wrote, "I would write something that would make this whole nation feel what a cursed thing slavery is." Elected to the Hall of Fame.
- June 14—Flag Day. The anniversary of the day on which the Continental Congress formally adopted the Stars and Stripes as the flag of the United States, 1777.
- June 23—Penn Treaty with the Indians, 1683 William Penn signed his famous treaty of peace and friendship with the Indians.
- June 24—Henry Ward Beecher, 1813-1887. Preacher, orator, reformer, and opponent of slavery.
- July 4—Independence Day, 160th anniversary.
- Oct. 28—50th anniversary of the dedication of the Statue of Liberty. "What the Statue of Liberty Means to the American People" is the subject of an essay contest sponsored by the Ladies' Auxiliary to the Veterans of Foreign Wars, under the direction of the National Park Service of the United States Department of Interior. High school students, fourteen to eighteen years of age, are eligible to participate. The prize-winning essay will bring to the writer a free trip to Bedloe's Island with all expenses paid. Further details may be had from Mrs. Grace H. Davis, Executive Secretary, Ladies' Auxiliary, Broadway at 34th Street, Kansas City, Missouri.
- Nov. 9-15—American Education Week.
- Dec. 8—Horace 'Quintus Horatius Flaccus, 56 B. C.-80 A. D. Roman poet.
- 1936—Centennial of the famous McGuffey Readers. Regarded as the greatest educational influence of the period from 1836 to 1900 on account of their bearing on the inculcation of habits of thrift, honesty, industry, and right thinking.
- 1936—90th Anniversary of the Charter of Bucknell University. A memorial issue of the L'Agenda of the college is under preparation.
- 1936—300th Anniversary of Founding of Harvard University.
- 1937—Anniversary of the Adoption of the Constitution of the United States.
- 1938—75th anniversary of the Battle of Gettysburg.
- 1938—300th Anniversary of the first white settlement (Swede) in Pennsylvania.
- 1939—100th anniversary of the birth of Frances E. Willard. "She knew the power of banded ill, But felt that love was greater still; So organized for doing good The world's united womanhood."

SPECIAL SESSION OF THE LEGISLATURE

School Interests Included in Governor's Call

The special session of the Legislature which Governor Earle opened on May fourth with these words, "I have convened your honorable body in extraordinary session to consider important measures which vitally affect the welfare of our people," involves two phases; first, immediate needs, and second, providing for immediate needs. Among the immediate needs which the Governor enumerated in his message to the special session and which affect more or less directly the public schools of Pennsylvania are the following: financial relief for distressed school districts, elimination of fire and other hazards in state institutions, financial provision for certain historical observances, and possibly flood relief. Providing funds to care for these needs as well as a number of others enumerated by the Governor in his message, might be accomplished by money raised from new or increased taxes on the following: gasoline, personal property, chain stores, spirituous liquors, electrical energy, heavier trucks, and corporation income.

INCREASED INTEREST IN EXAMINATIONS

The increased interest on the part of superintendents, supervising principals and secondary school teachers in the new type of state scholarship examination that has been developed by the Department of Public Instruction, is amply evident in the fact that even with an original order of one thousand copies above the number required last year, the Department was obliged to reorder two thousand more in order to provide the needs for the present year. The new type test has been developed by the Department in accordance with the newer trends in educational measurements. While the content of these examinations is based on the fundamentals of English, Literature, Social Studies, Natural Sciences, Foreign Languages, and Mathematics, yet the construction of the questions is such as to call in to play the student's mental acumen and ability rather than merely his knowledge or general information. Accordingly students who rate high in the examination have given evidence of their ability to attack problems in the higher levels of education and should make well-qualified candidates for college courses. The student's economic status of course is another factor that will determine whether or not he shall be awarded one of the 80 state scholarships provided by Legislature annually.

VETERAN TEACHERS GRANTED RETIREMENT ALLOWANCES

Four school employes were granted retirement allowances by the School Employees' Retirement Board at its last meeting. These employes had served in the public schools of Pennsylvania for periods ranging from 29 to 43 years as follows: Anna M. W. Becker, Lancaster City, Lancaster County, 42 years; Elizabeth T. Hopkins, Philadelphia, 44 years; M. Louisa Clarke, Philadelphia, 43 years; Laura I. McClelland Jewell, Polk Borough, Venango County, 29 years.